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ABSTRACT

This curriculum guide is designed for use in teaching an instructional unit in planning and implementing a supervised occupational experience program (SOEP) that is geared toward college freshmen enrolled in a vocational agriculture program. Addressed in the individual lessons of the unit are the following topics: the nature of work; reasons why an SOEP is for everyone in vocational agriculture; the values of an SOEP; personal skills, attitudes, and knowledge gained through an SOEP; attainment of long-range goals through supervised occupational experience; participation in an ownership SOEP; and participation in a placement SOEP. Each lesson contains some or all of the following: a statement of need; a suggested reading assignment; objectives; key questions, problems, and concerns along with pertinent teaching techniques and information; suggested learning activities; a list of references; transparency masters; and handouts. (MN)

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PLANNING & IMPLEMENTING SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

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Agricultural & Industrial Education, Montana State University, Bozeman

1984 Revision

PLANNING AND IMPLEMENTING SUPERVISED
OCCUPATIONAL EXPERIENCE PROGRAMS

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Forward

This unit of instruction has been designed especially for use with a beginning class of freshmen students. The lessons include a general discussion of the areas that will be included in vocational agriculture programs. For your convenience, the material has been prepared to fit into a three-ring loose-leaf notebook. Future material prepared to accompany this unit of instruction will be prepared in a similar manner so these materials can be added and can be changed with revised material.

Some handouts and visual materials are included with each lesson. Each teacher may have additional illustrative material that would be appropriate. You will note there are some reading assignments suggested in this unit. These assignments are taken from the text entitled "Learning Through Experience in Agricultural Industry" by Amberson and Anderson. Some of the suggested activities will be found in the Student Activity Guide that accompanies the text. Many, many more activities are suggested in the activity guide and the Supervised Occupational Experience Handbook that are not included in the lesson. Having all of the references given available will enable the teacher to make more effective use of the unit of instruction.

Special thanks is given to Wayne Gilman, Vocational Agriculture Instructor, Dillon, Montana and agricultural education students Brian Cavey, David Heppner, James McCready, Doug McWilliams, Rex Ternan, Richard Thomas and Jay Westermarck who helped prepare the initial material included in this unit of instruction.

UNIT: Planning and Implementing Supervised Occupational Experience Programs

Situation:

Supervised Occupational Experience Programs (SOEP) are considered to be an integral part of a sound vocational agricultural program. Each student should be given an opportunity to participate in the SOE program that will help them meet their career goals in agriculture. Most students are not likely to establish a sound SOEP unless they are given guidance and training early in their high school career. Such guidance and training must be provided by the vocational agriculture teacher.

The ability to establish an SOEP will vary from student to student. Therefore, students should be given classroom instruction in all types of SOE activities. In the past, most SOEP's have been ownership type projects. However, with more and more students coming into the program with an urban background and an interest in the agriculture service area, it will be necessary for vocational agriculture instructors to search for different avenues to provide SOEP's. The students need to realize that an SOEP can be more than owning livestock or having a job at a local business establishment. It can provide a pathway to a future in agriculture.

General Aims and Goals:

1. To help the students understand the characteristics of the various types of SOE programs.
2. To illustrate to the students how an SOEP can add meaning to the vocational agriculture program.
3. To help the students understand the long term and short term values of an SOEP during the early part of their vocational agriculture program.
4. To provide an opportunity for the students to learn about those skills, attitudes and knowledge required to be successful in an agricultural related career.
5. To provide training needed to develop those skills required to establish an SOEP.
6. To show the students how the SOEP can be used to help them obtain employment in an agriculturally related career.

Lesson Titles:

1. What Is Work?
2. An SOEP for Everyone In Vocational Agriculture
3. The Values of SOEP
4. Personal Skills, Attitudes and Knowledge Gained Through the SOEP
5. Reaching Long Range Goals Through SOE
6. Getting Started with an Ownership SOEP
7. Getting Started with a Placement SOEP

Student Activities:

1. Each student will be asked to describe the type of SOEP that will fit their own situation.
2. Develop a list of short range plans for their SOEP.
3. Develop a list of long range plans for their SOEP.
4. Give a short oral presentation to the class describing their individual plans for an SOEP.
5. Each student will be asked to complete an interest inventory.

Teacher Activities:

1. Arrange for a field trip to a successful ongoing student SOEP.
2. Order the film "Bridging the Gap" from the National FFA Supply Service.
3. Take slides to illustrate the different types of SOEP's of local students.
4. Arrange for a "Parent Night" to explain the SOEP in your local community.

References:

Amberson & Anderson, Learning Through Experience In Agricultural Industry, McGraw-Hill, New York, NY, 1978. (TEXT)

Amberson & Anderson, Learning Through Experience In Agricultural Industry - Activity Guide, McGraw-Hill, New York, NY, 1978.

Amberson & Anderson, Learning Through Experience In Agricultural Industry - Transparency Master, McGraw-Hill, New York, NY, 1978.

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Hillison & Crunkilton, Human Relations In Agribusiness, McGraw-Hill New York, NY, 1980.

UNIT: Planning and Implementing Supervised Occupational Experience Programs

Lessons: What is Work?

Need:

In past years when most young people in the vocational agriculture program came from the farms or ranches, they were quite familiar with work and what it was like. With more of our students coming into the program not having had an agriculture production background, many also lack an understanding of work and what it takes to be a good worker. To be a good worker they must have an understanding of the nature of work as well as the actual experience of working.

Reading Assignment: Chapter 1 of text.

Objectives:

1. Following the lesson presentation, individual reading and supervised study, the students will be able to define the following terms:

Occupational Experience	Maturity
Work Ethic	Knowledge
Automation	Skill
High Technology	Craftsperson
Self-analysis	Attitude
2. Following the lesson and group discussion, the students will be able to express their concerns for the future as they relate to a career.
3. Given a specific agriculturally related job, the students will be able to identify the responsibilities of the worker and describe how that worker might get ahead on the job.
4. Following the lesson, the students will be able to identify the barriers that may keep them from getting a job.

Interest Approach:

If possible, have a retired person who lives in your local area and who has a very positive outlook on life, talk to the class about the enjoyment they gained through their life's work. Follow this presentation with a brief class discussion on how one can make their work more enjoyable.

Key questions, problems,
concerns

Teaching techniques and
Information

-
- | | |
|---|--|
| 1. What are your concerns for the future? | a. Becoming an adult
b. Securing a job
c. Making money
d. Obtaining economic independence
e. Doing something worthwhile
f. Developing self-confidence
g. Developing self-esteem
h. Satisfying personal needs
i. Assuming personal responsibility |
|---|--|

J. Obtaining job satisfaction

NOTE: Try to get the students to identify these concerns.

2. What is work?

a. Possible responses

1. The way we make a living
2. Drudgery
3. An exciting, rewarding part of life
4. Use overhead 1 from Transparency Masters.

3. What do we mean by work ethic?

a. A code of values that describes work as being good in itself.

b. Other characteristics:

1. People must work to make life enjoyable.
2. Suggests people are living more fully.
3. Idleness is not good for people.

c. Have the students answer the questions under the section "What Did You Learn" in the Student Activity Guide, Chapter 1.

4. What responsibilities does a worker have?

a. Know what the job requires.

b. Develop new skills to help on the job.

c. Do quality work.

d. Develop needed personal qualities

5. What can a worker do to get ahead on the job?

a. Have a career goal

b. Become a mature person

c. Learn from others

d. Be patient on the job; learn properly

e. Develop a set of priorities

f. Don't trust to luck

g. Learn to make decisions

6. What are the rewards for good work?

a. A good wage

b. An Insurance program

c. Social Security

d. Retirement Benefits

e. Leave privileges

f. Vacations and Holidays

7. What are the barriers to youth becoming employed?

a. The lack of an opportunity to:

1. Develop competencies needed to work
2. Gain occupational experience
3. Develop a record of employment
4. Gain self-confidence
5. Mature physically and mentally
6. Learn to work with others
7. Explore career choices
8. Learn money management

Application and Followup:

Have the students prepare a list of jobs they consider to be agriculturally related. Then have them develop a list of questions to ask persons employed in the jobs listed. Using the set of questions, have each student interview a worker and report their findings to the class.

NOTE: Other appropriate activities can be found in the Student Activity Guide.

References:

Amberson & Anderson, Learning Through Experience in Agricultural Industry, McGraw-Hill, New York, NY, 1978. (TEXT)

Amberson & Anderson, Learning Through Experience in Agricultural Industry - Activity Guide, McGraw-Hill, New York, NY, 1978.

Amberson & Anderson, Learning Through Experience in Agricultural Industry - Transparency Master, McGraw-Hill, New York, NY, 1978.

_____, Handbook, Supervised Occupational Experience, National FFA Supply Service, Alexandria, VA.

UNIT: Planning and Implementing Supervised Occupational Experience Program

Lesson: An SOEP For Everyone in Vocational Agriculture

Need:

If SOEP is to be an integral part of the vocational agriculture program, each student in the class should have the opportunity to participate. Not all students can have ownership programs while others would not be interested in some type of placement. An understanding of all types of SOEP's will enable the student, teacher and parent to work together to help the student reach his/her career goals.

Reading Assignment: Chapters 3, 6, 7 and 8.

Objectives:

1. Given an example of an ownership program, the students will be able to:
 - a. Describe how one would get started in such a program.
 - b. Identify what one should consider when choosing such a program.
 - c. Give examples of improvement projects.
 - d. Give examples of supplementary practices.
2. Following the lesson and class discussion, the students will be able to identify the advantages and disadvantages of having an ownership program.
3. Following the class discussion and individual study, the students will be able to:
 - a. Describe a placement program.
 - b. List advantages and disadvantages of a placement program.
 - c. Distinguish between a placement program and a job.
 - d. Describe the different ways a placement program might be accomplished.
4. Following the class discussion and individual study, the students will be able to:
 - a. Describe a cooperative placement program.
 - b. List the advantages of cooperative placement.
 - c. Analyze the personal characteristics needed to take part in a cooperative program.

Key questions, problems,
concerns

Teaching techniques and
information

1. What is an ownership SOEP program?

- a. One of the four types of SOEP's within the school's vo-ag program in which students gain experience needed through owning all or part of the materials used in connection with their experience program.

2. What are the advantages of an ownership program?
 - a. To help one gain self-confidence
 - b. Can apply the knowledge gained in class to the program.
 - c. Can gain managerial ability.
3. Define a production enterprise.
 - a. A profit-making business that follows an agricultural production cycle.
 - b. Discuss the relationship between an ownership and a production enterprise.
4. What are the four types of production programs?
 - a. Major Enterprise: The primary activity of an occupational experience program that produces the major income.
 1. Use overhead 1 to explain and give examples of major enterprises.
 - b. Minor Enterprise: This type of enterprise usually yields less income than the major enterprise.
 2. Use overhead 2 to explain and give examples of minor enterprises.
 - c. Contributory Enterprise: The products of this enterprise are consumed or used by the major or minor enterprise.
 1. Use overhead 3 to explain and give examples of contributory enterprises.
 - d. Continuation Enterprise: A project that continues for several years.
5. What are improvement projects and why are they needed?
 - a. Improvement Project: Projects which help improve the appearance and value of an agribusiness, improve efficiency of an operator, or make the operator's work more comfortable and convenient.
 1. They usually do not provide income.
 2. They do provide new experiences for skill development
 3. They can help improve ones investment.
 4. Use overhead 4 to illustrate improvement projects.
6. What are supplemental practices?
 - a. Supplemental Practices: Small tasks performed in addition to those involved in production or improvement projects.
 1. Generally these tasks are not related to a student's occupational choice.
 2. They serve to enrich ones skills background.
 3. They help develop a variety of skills and abilities.

4. Show overhead 5 to illustrate supplemental practices.
7. Review the ownership approach to SOEP.
 - a. Review the ownership type SOEP with the students. It might help to look at the advantages and disadvantages of ownership again before moving on to placement for SOEP.
8. When should one consider placement SOEP?
 - a. Review the definition of a placement SOEP
 - b. Consider placement when:
 1. Ownership opportunities do not exist.
 2. A career goal requires a wide variety of agricultural skills.
 3. A career goal requires one to interact with a wide variety of people.
 4. One's goal is to own and operate an agribusiness.
 5. An occupational goal requires a very specialized experience.
9. What are the advantages and disadvantages of a placement SOEP?
 - a. Advantages
 1. Does not require large amounts of capital.
 2. Can be completed with limited facilities.
 3. Will have supervision while on the job.
 4. Enables one to remain associated with agriculture if they are not from a farm or ranch.
 - b. Disadvantages
 1. Does not allow one to build up equity in a business.
 2. Wages may be somewhat low during this learning period.
 3. Some positions are not open to younger students.
10. What are some examples of placement positions?
 - a. Use overhead 6 to illustrate and discuss placement opportunities.
11. Where can one complete a placement program?
 - a. There are three primary locations:
 1. Farms and ranches
 2. Local agribusinesses
 3. School laboratories
12. When should one consider a cooperative SOEP?
 - a. Review the definition of a cooperative SOEP.
 - b. Consider a cooperative placement when:
 1. You have determined the specific agricultural occupation you wish to pursue.

2. You will need high level skills required in an occupation.
 3. You have reached the age that enables you to perform all tasks in a business.
 4. You are interested in an occupation that requires extensive personal interaction with all types of people.
13. What are the unique characteristics of a cooperative SOEP?
- a. Unique characteristics
 1. Must be planning to pursue a specific career in agriculture.
 2. The classroom instruction must be closely related to career objective.
 3. Work must be done at an established site under close supervision by the agriculture teacher.
 4. Must have a carefully drawn plan to guide on-the-job training.
 5. Student must take part in FFA activities.
 6. There must be a teacher-coordinator to run the program.
14. What are the advantages and disadvantages of a cooperative SOEP?
- a. Advantages
 1. Gives a student high quality training.
 2. Can train for a paying job while completing high school.
 3. Supervision is provided under actual working conditions.
 4. There can be many personal benefits.
 - b. Disadvantages
 1. Must be over 16 years of age.
 2. The student's school schedule must fit that of the business.
 3. Students will need transportation.

Application and Followup:

Have each student prepare a brief description of the type of SOEP they feel would fit their circumstances. The individual and group problem solving activities at the end of Chapters 3, 6, 7 and 8 of the Student Activity Guide would be appropriate.

References:

Amberson & Anderson, Learning Through Experience in Agricultural Industry, McGraw-Hill, New York, NY, 1978. (TEXT)

Amberson & Anderson, Learning Through Experience in Agricultural Industry - Activity Guide, McGraw-Hill, New York, NY, 1978.

Amberson & Anderson, Learning Through Experience in Agricultural Industry - Transparency Master, McGraw-Hill, New York, NY, 1978.

EXAMPLES OF MAJOR ENTERPRISES

IN PRODUCTION AGRICULTURE

BEEES FOR HONEY PRODUCTION
BEEF CATTLE
SHEEP
SWINE
CROPS

IN AGRICUTURAL PROCESSING

EXTRACTING HONEY
CLEANING/BAGGING SEED
RE-POTTING PLANTS FOR SALE
MEAT CUTTING

IN AGRICULTURAL SALES

ROADSIDE MARKET
FARM STORE
MEAT MARKETING

EXAMPLES OF MINOR ENTERPRISES

IN PRODUCTION AGRICULTUREMAJOR ENTERPRISE:

BEES FOR HONEY PRODUCTION

BEEF CATTLE

SHEEP

CROPS

MINOR ENTERPRISE:CONSTRUCTING & SELLING
HIVE EQUIPMENT

HOGS

BARLEY

CERTIFIED SEED

IN AGRICULTURAL PROCESSINGMAJOR ENTERPRISE:

EXTRACTING HONEY

CLEANING/BAGGING SEED

RE-POTTING PLANTS FOR SALE

MEAT CUTTING

MINOR ENTERPRISE:RENT SMALL EXTRACTOR TO
LOCAL BEE HOBBYISTS.IN AGRICULTURAL SALESMAJOR ENTERPRISE:

ROADSIDE MARKET

FARM STORE

MEAT MARKET

MINOR ENTERPRISE:

SMALL ENGINE REPAIR

BARBEQUE CATERING
SERVICE

EXAMPLES OF CONTRIBUTORY PROJECTS

MAJOR ENTERPRISE

BEEF CATTLE

SWINE

SHEEP

CONTRIBUTORY ENTERPRISE

IRRIGATED PASTURE

BARLEY

ALFALFA HAY

EXAMPLES OF IMPROVEMENT PROJECTS

HOME BEAUTIFICATION

CONSTRUCT YARD FENCE

PAINT HOUSE

PLANT FLOWERS

PLANT LAWN

CONSERVATION

MAKE FIRE BREAK

THIN TREES

PLANT TREES

CULTIVATE TREES

HOME RECREATION

PANEL RECREATION ROOM

BUILD A BASKETBALL BACKSTOP

BUILD A PICNIC TABLE

BUILD A BARBEQUE

FARM SHOP

REMODEL SHOP

BUILD TOOL HANGERS

WIRE SHOP

POUR CONCRETE FLOOR

SAFETY

INSTALL FIRE EXTINGUISHER

INSTALL SMOKE ALARM

BUILD CHEMICAL STORAGE

CONDUCT A HAZARD SURVEY

MATERIALS HANDLING

BUILD CORRAL PANELS

OVERHAUL AUGERS

BUILD A HAY SHED

INSTALL A BARN CLEANER

EXAMPLES OF SUPPLEMENTAL PRACTICES

PRUNING TREES

SPRAYING WEEDS

TESTING SOIL

CLEANING SEED

CALIBRATING EQUIPMENT

BALANCING A RATION

SHARPENING HAND TOOLS

SHEARING SHEEP

CASTRATING CALVES

EXAMPLES OF PLACEMENT EMPLOYMENT OPPORTUNITIES

IN PRODUCTION

FARM/RANCH
BEE KEEPING
CHRISTMAS TREE FARM

IN AGRICULTURAL MECHANICS

FARM IMPLEMENT SHOP
WELDER
FARM BUILDING CONSTRUCTION

IN HORTICULTURE

LANDSCAPING
FLORIST BUSINESS
NURSERY

IN FORESTRY

TIMBER CRUISING
SEEDLING PLANTING
FIRE PROTECTION

IN AGRICULTURE SALES/SERVICES

FARM SUPPLY STORE
CROP SPRAYING
FURRIER HELPER
IRRIGATION

IN AGRICULTURAL PROCESSING

FEED MILL
MEAT CUTTING

IN NATURAL RESOURCES

PARK SERVICE
CONSERVATION CAMP
LAND LEVELING

IN OTHER AGRICULTURE

S C S INTERN
VETERINARY ASSISTANT
SMALL ANIMAL CLINIC

UNIT: Planning and Implementing Supervised Occupational Experience Programs

Lesson: The Values of SOEP

Need:

If a good SOE program is being conducted in the local agricultural department, it will require extra time, effort, and/or experience on the part of all parties involved. The students in particular must see value in the program. Even though the students may become very interested in SOEP their parents and others may not share such an interest. Therefore it may be up to the students in the class to spread the word on the value of SOEP and convince others that they should support the program.

Reading Assignment: Chapter 2 of text.

Objectives:

1. Given the agricultural occupations of interest to the students, they will be able to discuss the reasons why agricultural employees want workers who have had previous occupational experience.
2. Given a specific agriculturally related job, the students will be able to list the personal traits needed by an effective employee.
3. Following the lesson and discussion, the students will be able to define the four types of SOEP's.

Interest Approach:

Show the film "Bridging the Gap" followed by some general slides of local SOE programs. Have a general discussion about the film and the slides.

Key questions, problems,
concerns

Teaching techniques and
information

-
- | | |
|--|---|
| 1. Discuss the four major objectives of vocational education in agriculture. | <ol style="list-style-type: none">a. To develop an awareness of career opportunities in the agricultural industry and the preparation needed to enter and progress in agricultural occupations.b. To develop agricultural competencies needed by individuals engaged in, or preparing to engage in, agriculture, agribusiness and natural resources occupations.c. To develop abilities in human relations which are essential in agricultural occupations.d. To develop leadership abilities needed to fulfill occupational, social and civic responsibilities. |
|--|---|

2. What are the components of a vo-ag program?

a. Show overhead 1 and discuss the unique characteristics of the total program.

3. What is SOEP?

a. Have students suggest a definition for SOEP.

b. Use overhead 2 to show the definition of SOEP.

NOTE: The SOEP Handbook has a good discussion to help define SOEP.

4. Discuss why experience is important.

a. Have the students write a short paragraph entitled, "Why Experience Is Important In Getting a Job?" Have a short discussion on the paragraphs.

5. What general characteristics are needed by every worker that can be gained through SOEP?

a. Ability to assume responsibility

b. Willingness to follow good work habits

c. Show initiative on the job

d. Get along with other people

e. Be willing to learn on the job

f. Be flexible

NOTE: Discuss the importance of each characteristic with the students. Overhead 4 of Transparency Masters could be used.

6. What are the types of SOEP's?

a. Ownership: Students own livestock on crops or manage some type of retail outlet.

1. Should include a long enough time period to complete a learning cycle.

2. Should provide an opportunity to gain a variety of agricultural experiences.

3. Financial rewards should be secondary to learning.

b. Placement: Placing students on jobs on farms or ranches, in agribusiness, in a school laboratory, or on community facility,

c. Cooperative Program: School work and on-the-job training are closely integrated.

d. School Laboratory Program: Similar to ownership except the school facilities are used.

NOTE: A discussion of these is included in the SOEP Handbook.

7. What are the advantages of SOEP?
- a. For the student (Overhead 3)
 - b. For the business (Overhead 4)
 - c. For the school (Overhead 5)

Application and Followup:

Have the students complete the section entitled "Applying the Facts", and "Working It Through" from Chapter 2 of the Student Activity Guide. The group problem solving activity from Chapter 2 would be appropriate for their lesson.

References:

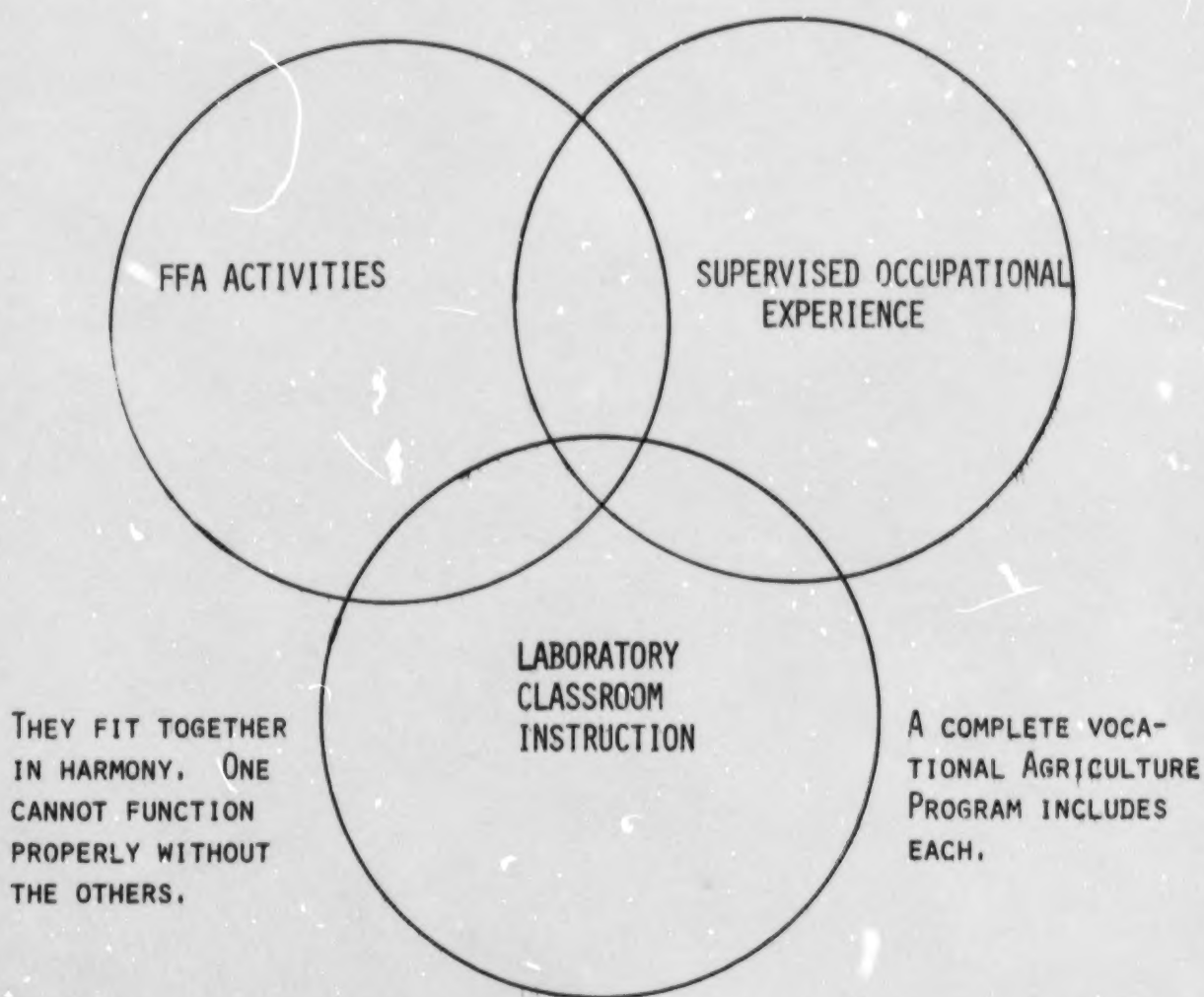
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_____, Handbook, Supervised Occupational Experience, National FFA Supply Service, Alexandria, VA.

COMPONENTS OF A VOCATIONAL AGRICULTURE PROGRAM



S O E P

A PART OF THE SCHOOL'S VOCATIONAL AGRICULTURE PROGRAM
IN WHICH STUDENTS TAKE PART IN FARM, RANCH, AGRIBUSINESS OR
SCHOOL LABORATORY LEARNING EXPERIENCES TO GAIN KNOWLEDGE, SKILL,
AND ON-THE-JOB EXPERIENCE UNDER THE DIRECTION OF THE AGRICULTURAL
TEACHER AND AN EMPLOYER ON THE JOB.

ADVANTAGES OF SOEP FOR THE STUDENT

1. IT IMPROVES YOUR CHANCES OF GETTING A JOB OR STARTING YOUR OWN BUSINESS WHEN YOU GRADUATE.
2. IT LETS YOU LEARN FIRSTHAND THE KNOWLEDGE, SKILLS, AND ATTITUDES YOU WILL NEED ON THE JOB.
3. IT HELPS YOU DEVELOP RESPONSIBILITY, INITIATIVE, AND OTHER QUALITIES ALL WORKERS NEED.
4. IT HELPS YOU UNDERSTAND THE RELATIONSHIP BETWEEN EDUCATION AND SUCCESS ON THE JOB.
5. IT GIVES YOU AN UNDERSTANDING OF WAGES AND HOW TO HANDLE MONEY.
6. IT BROADENS YOUR CIRCLE OF FRIENDS, PROVIDES YOU WITH VALUABLE JOB CONTACTS AND HELPS YOU LEARN TO DEAL WITH MANY DIFFERENT TYPES OF PEOPLE.
7. IT HELPS YOU FEEL AND BECOME MORE ADULT.
8. IT LETS YOU SAMPLE SEVERAL DIFFERENT OCCUPATIONS.
9. IT PROVIDES YOU WITH FINANCIAL HELP FOR SCHOOL OR FOR PERSONAL NEEDS.
10. IT GIVES YOU A CHANCE TO USE YOUR TIME IN A PRODUCTIVE, WORTHWHILE MANNER.

ADVANTAGES OF SOEP FOR THE BUSINESS

1. IT PROVIDES EMPLOYERS WITH CAREFULLY SELECTED PART-TIME WORKERS WHO MAY BECOME PERMANENT AT A LATER DATE.
2. IT PROVIDES AN OPPORTUNITY FOR EMPLOYERS TO TRAIN POSSIBLE FUTURE WORKERS USING METHODS THAT THEY HAVE FOUND TO BE BEST FOR THEIR OPERATION.
3. IT PROVIDES THE EMPLOYER WITH WORKERS WHO ARE GETTING ADDITIONAL TRAINING THROUGH RELATED INSTRUCTION AT SCHOOL.
4. IT REDUCES TURNOVER AMONG EMPLOYEES BECAUSE THEY HAVE BECOME ADJUSTED TO THE JOB BEFORE SIGNING ON FOR PERMANENT EMPLOYMENT.

ADVANTAGES OF SOEP FOR THE SCHOOL

1. IT MAKES IT EASIER FOR THE SCHOOL TO RELATE ACADEMIC TRAINING TO ACTUAL JOB REQUIREMENTS.
2. IT TURNS THE COMMUNITY INTO AN EXTENDED CLASSROOM.
3. IT MAKES IT EASIER TO KEEP STUDENTS ENROLLED IN SCHOOL WHO MIGHT OTHERWISE LOSE INTEREST.
4. IT PROVIDES ASSISTANCE IN OCCUPATIONAL GUIDANCE.
5. IT LETS THE SCHOOL KEEP ON TOP OF NEW DEVELOPMENTS IN BUSINESS AND INDUSTRY.
6. IT PROVIDES A DIRECT AVENUE BY WHICH THE SCHOOL CAN MEET COMMUNITY NEEDS.
7. IT LEADS TO THE DEVELOPMENT OF GOOD SCHOOL-COMMUNITY RELATIONS.
8. IT LETS LOCAL EMPLOYERS BECOME FAMILIAR WITH THE WORK THAT YOUNG PEOPLE TRAINED IN SCHOOL CAN PERFORM.

UNIT: Planning and Implementing Supervised Occupational Experience Programs

Lesson: Personal Skills, Attitudes and Knowledge Gained Through the SOEP

Need:

There is much research to show that the experience gained through SOE does have some bearing on a person's employment. Work experience has always been considered to be beneficial. Properly planned, an SOEP could provide opportunity for students, very valuable skills, attitudes and knowledge that would greatly improve their chances for successful employment.

Objectives:

1. Following the class discussion, individual study and interaction with potential employers, the students will be able to explain how they can develop their individual SOEP to help gain the skills, attitudes and knowledge needed in their career choice.
2. Following the lesson and the completion of the assigned exercises, the students will be able to:
 - a. Identify those work skills and habits employers seek in their employees.
 - b. Identify the responsibilities employees have to their employers.
 - c. Explain why a worker's personal qualities are important.
 - d. Discuss the rewards of quality work.

Interest Approach:

Invite a well known and respected employer from the community into the class to discuss the kind of personal qualities and characteristics they want in their employees. Have the students prepare questions in advance to ask the speaker based on their findings in magazines and periodicals. Also, place a large mirror in the classroom so the students can analyze their appearance.

Key questions, problems,
concerns

Teaching techniques and
information

-
- | | |
|---|------------------------------------|
| 1. Define human relations. | a. Use overhead 1 to discuss this. |
| 2. What factors are important to human relations in SOEP? | a. Employer - Employee Relations |
| | b. Employer - Supervisor Relations |
| | c. Employee - Customer Relations |

3. What is the most common reason a person loses a job?
 - a. The inability to get along with fellow workers.
 - b. Today, very little work can be done by one person working alone.
 - c. It is impossible today to work without coming into contact with people.
4. What is personality?
 - a. After a class discussion, write several suggestions on the board.
5. Why should we think about personality?
 - a. To understand ourselves
 - b. To understand others
 - c. We must live in our society
 - d. Personality is controllable
6. What are some of the first things other people notice about a person?
 - a. Mode of carriage
 - b. Language
 - c. Manners
 - d. Clothes
 - e. Ways of speaking
 - f. Interest
 - g. Attitudes
7. What work habits are a part of one's personality?
 - a. Use overhead or handout 2 to lead the class discussion.
 - b. This overhead or handout could be used as an individual rating sheet.
8. What kind of physical characteristics do you have?
 - a. Use the overhead or handout 3 to help the students look at themselves.
9. How do other people see your physical actions?
 - a. Ambition
 1. Are you a steady, driving person?
 2. Do you just look at one day at a time?
 - b. Industriousness
 1. Do you drive yourself steadily?
 2. Can you faithfully perform jobs that are distasteful?

- c. Persistence
 1. Do you have patience to see a job through?
 2. Are you willing to do extra work to see a job done?
10. How do you control your emotions?
 - a. Cheerfulness
 1. Can you be a cheerful companion?
 2. Can you be happy when things go bad?
 3. Can you become interested in other people's conversation?
 - b. Friendliness
 1. Do you go out of your way to greet people?
 2. Are you too critical of other people?
 - c. Forcefulness
 1. Do you appear to be capable?
 2. Do you have self-control?
 - d. Self-Confidence
 1. Are you self-reliant?
 2. Can you work on your own?
 3. Can you do things properly?
 - e. Tact
 1. Can you work in harmony with others?
 2. Do people like to be with you?
 3. Can you give credit when credit is due?
11. What relations with your superiors are important?
 - a. Respect for authority
 - b. Cooperation
 - c. Honesty
 - d. Accepting responsibility
 - e. Relations with people
12. Let us look at some do's and don'ts for student employees.
 - a. Use overhead 4.

Application and Followup:

Have the student read the description of the two job situations attached to this lesson. Then have them react to the questions.

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GOOD HUMAN RELATIONS IS A PLUS FACTOR IN A PERSON'S PERSONALITY



MRS.
WASP

SAID MRS. WASP TO MRS. BEE,
"WILL YOU A FAVOR DO FOR ME?"
THERE'S SOMETHING I CAN'T UNDERSTAND;
PLEASE MADAM EXPLAIN IT TO ME.
WHY DO MEN BUILD FOR YOU A HOUSE,
AND COAX YOU TO GO IN IT, WHILE ME,
YOUR COUSIN, THEY'LL NOT LET STAY NEAR THEM
FOR A MINUTE?

I HAVE A STING, I DO CONFESS,
AND SHOULD NOT LIKE TO LOSE IT;
BUT SO HAVE YOU, AND WHEN YOU'RE VEXED,
I'M VERY SURE YOU USE IT.

"WELL," SAID THE BEE, "TO YOU NO DOUBT,
IT DOES SEEM RATHER FUNNY;
BUT PEOPLE SOON FORGET THE STING,
OF THOSE WHO GIVE THEM HONEY."



MRS.
BEE

* TAKEN FROM THE AMERICAN BEE JOURNAL

YOUR SUCCESS IN LIFE DEPENDS ON YOUR WORK HABITS
AND
WORK HABITS ARE PART OF YOUR PERSONALITY

1. Appearance

- ☐ Appearance is an asset to business
- ☐ Usually neat in appearance
- ☐ Appearance needs improvement
- ☐ Appearance is detriment to business

2. Punctuality

- ☐ Always on time
- ☐ Usually on time
- ☐ Occasionally late
- ☐ Frequently late

3. Attendance

- ☐ Usually regular in attendance
- ☐ Seldom absent
- ☐ Occasionally absent
- ☐ Frequently absent

4. Dependability

- ☐ Reliable in following instructions
- ☐ Usually follows instructions
- ☐ Sometimes careless in following instructions
- ☐ Cannot be relied on to follow instructions

5. Interest in Work

- ☐ Usually enthusiastic about work
- ☐ Shows interest in work most of time
- ☐ Interested in certain phases
- ☐ Lacks interest in work

6. Judgement

- ☐ Wise in actions and in making decisions
- ☐ Usually shows sound judgement
- ☐ Sometimes shows lack of judgement
- ☐ Poor judgement

7. Production

- ☐ Exceeds average production
- ☐ Shows initiative in getting work done
- ☐ Should produce more; is average
- ☐ Low production makes liability

8. Customer Relations

- ☐ Remembered favorably by customers
- ☐ Customer reaction is pleasant
- ☐ Customer reaction is indifferent
- ☐ Disliked by customers

9. Initiative

- ☐ Recognizes work to be done and does it without direction
- ☐ Sometimes goes ahead in work not assigned
- ☐ Seldom seeks work beyond regular routine duties
- ☐ Shows lack of vision in work

10. Cooperation

- ☐ Works unusually well with others
- ☐ Solicits and receives constructive cooperation of others
- ☐ Occasionally uncooperative
- ☐ Makes no effort to work through others

SELF-ANALYSIS OF PHYSICAL CHARACTERISTICS

Frequently we offend others unknowingly. The list below was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance and hence hurt their personalities?" Place a check mark before each thing that applies to you.

- | | |
|--|---|
| ☐ Dirty fingernails | ☐ Unshined shoes |
| ☐ Dirty hands | ☐ Dirty, dusty shoes |
| ☐ Unkept beard | ☐ Body odor |
| ☐ Yellow or unclean teeth | ☐ Halitosis |
| ☐ Visible blackheads | ☐ Too few baths |
| ☐ Pimples on face | ☐ Inappropriate clothes |
| ☐ Dirty neck | ☐ Stoop shoulders |
| ☐ Dirty ears | ☐ Awkward posture |
| ☐ Greasy hair | ☐ Hair not combed |
| ☐ Dirty scalp | ☐ Greasy skin |
| ☐ Dandruff | ☐ Broken shoestrings |
| ☐ Hair too long | ☐ Buttons missing |
| ☐ Ragged fingernails | ☐ Clothes fitting poorly |
| ☐ Dirty shirt | ☐ Dirty handkerchief |
| ☐ Soiled underclothes | ☐ Dirty collar and cuffs |
| ☐ Baggy trousers | ☐ Run-over heels |

DO'S AND DON'TS FOR STUDENT EMPLOYEES

DO

BE ON TIME TO WORK
SMILE
ASK QUESTIONS
DO WHAT YOU SAY YOU WILL
MAKE SUGGESTIONS
TALK WITH EMPLOYER ABOUT PROBLEMS, NOT SOMEONE ELSE
USE "HELLO," "THANK YOU," "YES SIR," - NOT SLANG
KEEP YOUR EYES, EARS OPEN
BE CHEERFUL
TALK IN TERMS OF OTHERS
BE ENERGETIC
BE NEAT
SHOW AN INTEREST
IF HURT, TELL EMPLOYER AT ONCE

DON'T

SMOKE WHILE WAITING ON CUSTOMERS
SMOKE IN WAREHOUSE
EAT ON THE JOB
HANG AROUND CASH REGISTER
ARGUE-GUESS-GOSSIP-COMPLAIN
SAY, "I DON'T KNOW," RATHER, "I'LL FIND OUT"
TALK ON PRICE ALONE
TALK DOWN TO PEOPLE
BE AN EXPERT
MAKE PERSONAL PHONE CALLS -- OR RECEIVE THEM
HAVE BUDDY COME BY FOR VISIT
GIVE CREDIT -- REFER TO EMPLOYER

Joe, who just graduated from high school, has been employed by the local farm machinery dealer. The owner decided to train Joe in the sales department. Joe liked machinery and wanted to make a career of selling. He soon found out that there was a lot he needed to know about the various pieces of equipment. He thought he would take advantage of any free time he had to read up on things so he only took a short lunch hour and did not take the afternoon coffee break. Instead, he would go to the office or showroom and read the display folders and instruction manuals. The owner of the company noticed this and gave Joe extra materials to read that he thought would be helpful. At times Joe would even come a little early in the morning to go over a piece of equipment that was in the shop.

It was not long until one of the older employees took Joe aside and said, "You are new here and the rest of the fellows like you, but we think there are a few things that you should know. You might as well know that you aren't going to get very far here. I have been here for ten years, and I am just where I started. The other fellows don't like your coming in early or not taking your breaks. It makes it look bad for the rest of us. You might as well take it easy and we will all get along better."

What would you have done if you were Joe? There are several alternatives that he could have followed:

1. He could have ignored the older employee and gone ahead with the way he was doing. He might have felt that this was best for his own advancement.
2. He could have taken the advice of the older man and taken it easy for the sake of the rest of the men. (Would this be fair to himself?)
3. He could have gone to the manager or owner and talked it over with him. (This might cause conflict between the management and the employees.)
4. He could have tried to get some of the other employees on his side.
5. - - - - - You might think of others.

Mr. Renolds is the owner and operator of a poultry farm. The largest enterprise on the farm is a flock of 25,000 laying hens. He produces, grades, packs, and delivers eggs under his own farm brand. He retails some eggs to customers who are willing to drive out to his farm, but most of his eggs are delivered to grocery stores and restaurants in an urban area.

Mr. Renolds spends most of his time delivering and selling eggs. He seldom directly oversees the work of five employees on the farm. Instead, he has appointed as foreman an employee who has been with him a long time, Tom Curtin. Tom makes all the work assignments.

One of the men who had been working on the farm took another job. Mr. Renolds contacted the local vocational agriculture teacher and asked if any of the June graduates would like temporary or permanent work. He interviewed and subsequently hired Bob Mix, an energetic young man with impressive grades and a desire to get ahead. After the interview, the vocational agriculture teacher congratulated him and told Mr. Renolds that he had hired someone with a great deal of initiative. Mr. Renolds replied that he was looking for that kind of person because he was very dissatisfied with the amount and quality of work produced by his farm crew. He hoped Bob could improve the work output.

Bob had been working about a week when he discovered the problem mentioned by Mr. Renolds. He was hauling wood chips from a nearby sawmill. By 2:30 p.m., he had hauled three truck loads and was planning to get another when the foreman, Tom Curtin, came over to the truck and complimented him on his good day's work. Bob explained that he had time to get another load before 5 o'clock and planned to do so.

"Now, Bob, you are new on this job," was Tom's reply, "and out there on the farm we work with each other. Mr. Renolds leaves these kinds of decisions up to me. Nobody works too hard and nobody accomplishes so much that he causes others to get fired. You are not going to haul another load of wood chips today!"

Bob had several choices:

1. He could have hauled the load anyway since he had time and ignored the foreman since he knew that Mr. Renolds was interested in having more work accomplished. This would get him "in good" with the boss.
2. He could have taken the advice of the foreman and slowed up on all the work that he did so that he wouldn't get the others in trouble.
3. He could have talked to Mr. Renolds and told him what was going on so that Mr. Renolds would know why there was not too much work getting done each day.
4. He could have talked to the other workers to see if they didn't want to speed up and get more work done.
5. - - - - - You might think of other possibilities.

UNIT: Planning and Implementing Supervised Occupational Experience Programs

Lesson: Reaching Long Range Goals Through SOE

Need:

It is very difficult for 9th grade students to make long range plans. However, long range planning is critical if a vocational agriculture student expects to become successfully established in agricultural production or an agribusiness career. Students will need help to answer three questions; (1) Where am I today?, (2) Where do I want to be four years from now? and (3) How do I get there?

Objective:

Given the students' own plan for an SOEP, they will be able to identify the steps they will need to take in developing their long range goals for SOE.

Interest Approach:

Ask one of the students who has done some traveling to explain to the class how to drive to Washington D.C. or other distant point. Give a second student a map and have this student show how they would drive to Washington D.C. Explain that long range goals are just like a road map. They give us direction and can help us reach our destinations safely and quickly.

Key questions, problems,
concerns

Teaching techniques and
information

1. Why are long range goals so important in making progress?

a. In ownership SOE programs

1. To help become established in production agriculture or agribusiness.
2. To help improve the quality and scope of your SOEP.
3. To make better business arrangements with those who are financing the SOEP. (Help secure financial assistance.)
4. To enable you to analyze and revise your yearly plans based on established goals.
5. To provide experiences needed to improve a persons chances to succeed.
6. To help the students become gainfully employed.

2. How can a well planned SOEP provide you with personal satisfaction?

- a. Help to keep one motivated to succeed.
- b. Provide a degree of economic achievement.
- c. Give one a feeling of responsibility for their own success in life.

- d. Provides goals against which you can check progress.
 - e. To help plan an educational program that will help you meet your career goals.
 - f. To enable you to earn or achieve qualifications for FFA degree and awards.
 - g. To provide an opportunity to learn and utilize classroom and shop skills and knowledge to improve your SOEP.
3. How can long range SOE plans open the door to future accomplishment?
 - a. Examples:
 1. Help one to determine if they truly want to pursue an agricultural career.
 2. Provide visible evidence of educational accomplishment in agriculture.
 3. To gain firsthand knowledge needed by those entering agricultural occupations.
 4. To develop skills and knowledge not generally taught in a formal classroom or shop setting.
 5. To demonstrate personal initiative.
 6. To clarify personal strengths and weaknesses as they relate to individual career goals.
 7. To develop skills the employers require before they will hire a person for various jobs.
 8. To help a prospective employee develop a good employment resume.
 9. To help a prospective employee become acquainted with potential employers.

NOTE: Individual teachers may want to separate the above list as to ownership and placement SOEP.
4. How and why are goals set for an SOEP?
 - a. Student goals must be established before detailed plans for an SOE program can be established.
 - b. Discuss with the students:
 1. Why goals are needed
 2. What SOE goals are
 3. How goals can be used in planning
 - c. SOE program goals should:
 1. Identify a starting point for the SOEP
 2. Define desired outcomes
 3. Provide motivation
 4. Measure progress
 5. Serve as a base for detailed planning

d. Goals can be established in terms of:

1. Scope

- a. Number of animals (ownership)
- b. Bushels per acre (ownership)
- c. Efficiency factors (ownership)
- d. Hours of work (placement)
- e. Skills to be learned (placement)

2. Involvement

- a. Supplementary tasks to be performed.
- b. Competencies to be developed

3. Awards

- a. FFA Degrees
- b. FFA Proficiency Awards
- c. Job promotion
- d. Profits or wages

4. Self-employment in an occupation

e. Long-range SOEP goals:

- 1. Provide a road map for experience
- 2. Identify ways to expand
- 3. Provide direction for new experiences
- 4. Identify assistance needed
- 5. Illustrate how to grow into an occupation
- 6. Serve as measure of success

f. The use of overhead 1 will help to summarize this lesson.

5. Discuss the examples of a long range plan for an ownership and placement SOEP.

- a. Hand out the two examples of long range plans and discuss them with the class. (Handouts 1 and 2)
- b. Hand out and review the example of Detailed Yearly Planning for "Ewe and Lamb" enterprise. (Handout 3)

Application and Followup:

Have the students prepare a preliminary long range plan for their Individual SOE program. (Use handout 4) similar to form used on example.

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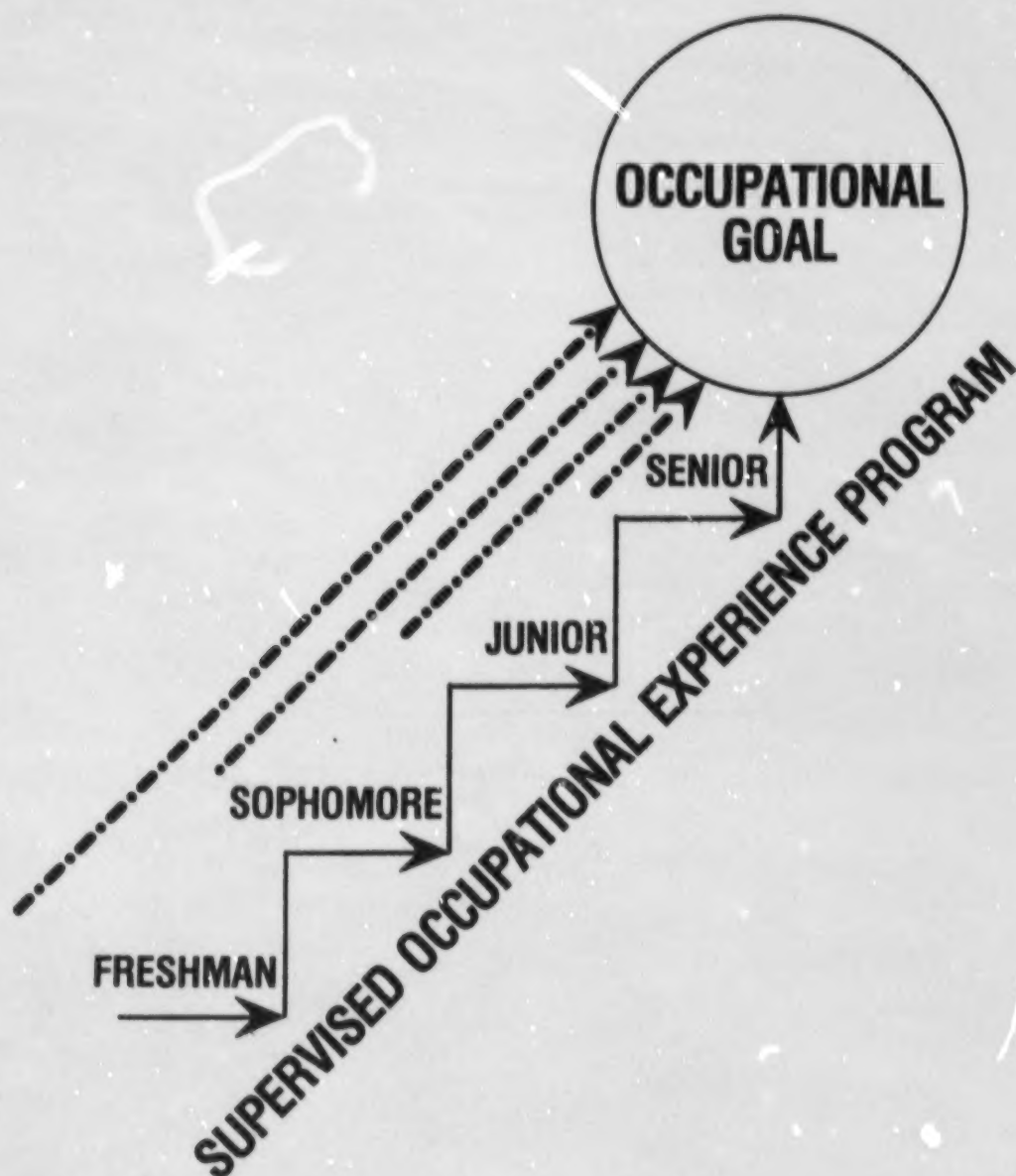
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STEPS TO OCCUPATIONAL GOAL



EXAMPLES OF GENERAL LONG RANGE PLANS FOR TWO PLACEMENT SOE TYPE PROGRAMS

Project	First Year	Second Year	Third Year	Fourth Year
Farm Placement	Operate a tractor during the summer (Summer fallow, planting, hauling hay)	Operate a tractor during summer Bale hay Help set irrigation pipe	Operate a tractor Operate swather Set irrigation pipe Haul grain to farm storage Help maintain combine Bale hay	Operate a tractor Operate swather Build fence Operate combine Set irrigation pipe Bale hay Haul grain to local elevator Adjust grain drills for planting
Farm Machinery	General shop clean-up Run errands for permanent employees	General shop cleanup Pickup and deliver in local area Assist in machinery set-up	Cooperative placement Skills performed to be based on an established career goal	Cooperative placement Skills performed to be based on an established career goal

EXAMPLES OF GENERAL LONG RANGE PLANS FOR SEVERAL MAJOR PRODUCTION TYPE SOEP's

Project	First Year	Second Year	Third Year	Fourth Year
Swine	1 sow and litter Early spring and fall to market age or weight	2-3 sows and litters Early spring and fall litters to market age or weight	5-7 sows and litters Early spring and fall litters to mar- ket age or weight	6-9 sows and litters Early spring and fall litters to market age or weight
Beef	1-2 bred helpers 1-2 helpers (grow to breeding age)	3-4 mature cows to calve 1-2 helpers to breed	3-5 cows to calve 1-2 helpers to calve	5-8 cows to calve 1-2 helpers to calve
Small Grains				
Wheat	3-5 acres certified seed	6-8 acres certified seed	10-20 acres certi- fied seed	Increase scope and quality
Barley	3-5 acres certified seed	5-7 acres certified seed	8-10 acres certi- fied seed	Increase scope and quality

AN EXAMPLE OF DETAILED YEARLY PLANNING
FOR THE "EWE AND LAMB" ENTERPRISE

Job 1—Determining Whether to Raise Sheep

I plan to raise sheep as a part of my supervised farming program because:

1. Sheep are profitable.
2. We are near a good market.
3. Our farm is well suited because of range, feed, shelter, and equipment.
4. I am interested in sheep, as well as are my parents.
5. Sheep provide two valuable crops each year, namely mutton and wool.

Job 2—Selecting Breeding Ewes

My breeding ewes will be selected on the following points:

1. Breed—Hampshire or Hampshire Western crosses.
2. Age—two years old. Good mouths.
3. Good mutton type; wide, strong back; a deep, full rib; thick thighs
4. Wool—compact, medium wool, good quality.
5. Udders—sound in both quarters, pliable, two teats present.
6. Good thrifty condition, vigorous, active, free from defects.

Job 3—Selecting the Ram

It is my plan to buy a registered Hampshire ram with these characteristics:

1. Active.
2. Uniform body type.
3. Masculine head.
4. Dense, compact fleece.
5. Straight legs, true breed characteristics.
6. Sound scrotum and testicles, free of ruptures.
7. Good mouth.
8. Two to four years of age.

Job 4—Buying the Ewes and Ram

The ewes will be purchased from the Green Meadows farm, and the ram from Ray LaCrosse, Hampshire breeder. I will proceed as follows:

1. I will have vocational agriculture teacher and my father help top the ewe flock, mouth ewes, check udders for soundness, and check the wool quality.
2. I will ask vocational agriculture teacher to help select the ram.
3. I will pay by check. We will haul the ewes and buck home in our trailer.
4. I expect to buy the ewes for ___ per head or less, and the buck for ___.

Job 5—Feeding the Ewes Before Breeding

I plan to feed the ewes a flushing ration to condition them for breeding. The mixture is composed of oats (1 part), bran (1 part), and corn (1 part). I will feed $\frac{1}{2}$ pound of the above ration per head daily for two weeks before breeding. Ewes will run on green pasture. Salt and mineral will be before them, free choice; also a supply of fresh water before ewes at all times.

Job 6—Providing Housing and Equipment

My plan for providing the necessary shelter and equipment is as follows;

1. I will use the old poultry house for shelter. I will make the lambing pen 6' x 6' in size. Panels will be made from old lumber on the farm. A creep panel with rollers will also be made.
2. I will build in Voc. Agr. farm shop a feed trough 12 feet long and filth-proof—a one mineral shelf feeder to hold 100 pounds. Equipment plans are in the Voc. Agr. Dept.

Job 7—Breeding the Ewes

It is my intention to begin the breeding season in September. Other important functions are:

1. Breed ewes for early lambing in February.
2. Clip wool from around dock of ewes.
3. Paint between forelegs of ram daily with a mixture of lamp black and used oil, mixed as a paste to identify ewes bred each night.
4. Record breeding date of each ewe.
5. Take into account that gestation period is 143 to 151 days or five months; time between heat periods is 14 to 18 days; and length of heat period, 1 to 3 days.
6. Pen ram during the day and turn with ewes at night; also trim feet of ram before breeding season.
7. Plan not to breed more than 40 ewes with a mature ram.

Job 8—Feeding the Bred Ewes

I plan to feed the ewes in such a manner as to insure strong vigorous lambs at birth. Rations are as follows:

1. Green pasture, when not covered with snow.
2. One 20-minute feed of alfalfa hay daily, fed in the morning.

3. Two pounds of silage and 2 pounds of alfalfa hay per day per head, when ewes are in dry lot.
4. One-half pound of oats daily per head, six weeks before lambing.
5. Trinity mineral mix and salt, free-choice.
Mineral composed of:

Limestone	40 pounds
Bone meal	40 pounds
Salt	<u>20 pounds</u>
	100 pounds
6. Two pounds of silage and 2 pounds of prairie hay daily per head and $\frac{1}{4}$ pound of soybean meal per day per head, if our alfalfa does not last. Balance of ration is to remain the same.
7. A constant supply of clean water before ewes at all times.

Job 9—Caring for and Managing the Bred Ewes

Since success is dependent upon good care and management, I will carry out the following practices carefully:

1. Keep ewes exercising, walking at least one-half mile daily, for at least two months before lambing time.
2. Keep ewes outside in dry weather. Keep them under open shed during wet weather to avoid their getting warm and developing colds.
3. Prevent ewes from jumping over obstacles, such as high barn door sills.
4. Do not rush ewes through narrow alleys or gates.
5. To maintain wool quality, keep ewes from old stack bottoms, barbed wire, and burrs.
6. Pen ewes at night in a dogproof enclosure.
7. Do not permit flock to run with other livestock.
8. Remove ram from the flock as soon as all ewes are safely with lamb.

Job 10—Controlling Diseases and Parasites

The most common parasites which I must guard against, and the methods I will use to control them, are:

1. Internal parasites
 - a. Stomach worms—Control as required by one treatment of phenothiazine in capsule form (15 grams). Feed and water before and after. A pasture rotation will be followed, to assist in the control.
 - b. Liverfluke—Contact a veterinarian for recommendations.

2. External parasites

- a. Sheep tick—(Occurs in wool and on the skin.) Control by dipping twice in fall and spring with 5 percent Rotenone in 100 gallons of water at 24- to 28-hour intervals. Keep quarters clean. Use new bedding frequently.
- b. Biting sheep lice—Control by single application of sodium fluoride. Part wool around entire body in front of hips and around neck. Rub powder and dust to skin. Keep away from mucous membranes.
- c. Scab (common) on skin—Use lime and sulphur dip. Contact veterinarian.
- d. Maggots—Clip wool on infected parts and apply chloroform or a mixture (50-50) of pine tar and turpentine. Apply to affected area. Watch sheep that scour. Keep tail clipped to prevent infestation. Can also use glycerol base solutions with lindane.
- e. Pregnancy disease—Improve ewes by drenching daily with one-half tea-cupful of black strap molasses or 4 ounces of sugar daily. Begin drenching as soon as symptoms appear. Continue until ewes are normal. Increase grain in ration. (Nutrition very important as a preventative medicine.)

Job 11—Caring for Ewes and Lambs at Lambing Time

I plan to care for both ewes and lambs carefully during this period to insure saving the ewes and all the lambs. I will carry out these practices:

1. Pen ewes in 6' x 6' pens with clean bedding three days before lambing date. Keep them in sight of other ewes if possible.
2. Reduce feed 48 hours before lambing. Keep warm water before ewes at all times.
3. Clip wool tags from around udders to prevent lambs from sucking them. Use round pointed shears to prevent injury.
4. If necessary to prevent udders from caking on heavy milking ewes, milk ewes in the evening two or three days before lambing.
5. Assist ewes at lambing if needed, according to plan outlines in class discussion. Clean ewes, clean hands, and use vaseline and disinfectant.
6. After ewes have dropped lambs, remove any mucus from noses of lambs. Open teat canals of ewes by stroking teats until milk flow starts. Assist lambs to suck. If lamb is too weak, milk ewes' milk into container and feed lambs with a bottle, 1 ounce or less, every two hours. Keep lambs warm.
7. If lambs are chilled:
 - a. Dip lambs in water as hot as the hand will stand, then dry off thoroughly.
 - b. Place lambs near stove in dry blanket.
 - c. It may be necessary to blow into mouths and nostrils of lambs to revive them at birth.
8. Give disowned lambs or orphans to other ewes to claim. Rub ewes' milk on noses of ewes and lambs to get ewes to accept lambs. If ewes have lost their only lambs, remove pelts and place over lambs you want them to adopt.

Keep ewes and lambs separate in small pens for several days. Tie ewes if necessary.

9. Watch lambs for turned-under eyelids, which cause sore eyes. Correct by taping eyelids to brows or by stitching through rim of eyelids and through brows to form a loop and dit.
10. Watch for constipation in lambs. Use 1 teaspoon of castor oil if needed.
11. Give no feed to ewes for 24 hours after lambing. Then feed a handful of bran and alfalfa leaves. Have water with chill removed before ewes at all times. Build up feed gradually after third day. Feed ewes same amounts as prior to lambing. Increase as required to maintain ewes in good condition.
12. Keep ewes penned separately for several days until lambs are well started. Turn four to eight ewes together to build up numbers gradually,
13. Turn ewes and lambs to green pasture as soon as possible. Feed alfalfa, silage, and oats until in pasture.
14. Keep quarters clean and dry. Clean out feeders daily. Give refused feed to my dairy heifer.

Job 12—Castrating Lambs

I plan to castrate lambs at 10 to 15 days of age, using the following procedures:

1. Select warm, bright day to castrate lambs.
2. Place in dry, well bedded pen. Keep lambs quiet before operating,
3. Castrate according to class discussion and demonstration observed. Cut off one-third of scrotum; expose testicles with left hand; force them out, holding with thumb and finger of right hand and drawing them out with adhering cords. Wash wound with solution of creolin or lysol. Keep hands clean and disinfected.
4. Check lambs frequently for several days.

Job 13—Docking Lambs

I plan to dock lambs at 10 to 15 days of age. Castration will be done first, followed by docking in this manner:

1. Use a pair of docking pinchers, heated to a dull cherry red with a blow torch or open fire. Remove tail 1 inch from body of lamb. Hot chisel prevents bleeding.
2. My father or vocational agriculture teacher will hold the lambs. I will perform the operations.

Job 14—Creep Feeding Lambs

Since I plan to have the lambs on the early June lamb market, I will creep feed by using the rations and procedures following:

1. Build panel in Voc. Agr. shop with a pair of rollers as an entrance to allow lambs to enter creep but not ewes, also a 12-foot filthproof feeder and alfalfa rack.
2. Locate creep on sunny, protected side of house. Pen lambs in creep two or three hours in the morning and the same in the afternoon to encourage them to eat more grain and hay. (Lambs will begin to eat at two weeks of age.)
3. Creep feed a starting grain ration composed of 12 parts of cracked shelled corn, 3 parts of soybean oil meal, and 2 parts of bran. After six weeks of creep feeding, increase corn. Put third cutting of alfalfa in rack. Give water, salt, and mineral free-choice.
4. Feed lambs twice daily. Give refused grain and hay to ewes each day.
5. Do not allow lambs to run on pasture after four weeks of creep feeding.

Job 15—Weaning Lambs

I will wean the lambs at 90 to 100 days of age by penning them in the present ewe and lamb quarters. Ewes will be left out on pasture, away from the lambs.

Job 16—Selecting Ewe Lambs

I will select ewe lambs of good quality and type as outlined for selecting ewes. Rugged, fast-maturing females from the best ewes will be retained in the flock.

Job 17—Marketing Lambs

There are several other students in our chapter carrying on ewe and lamb projects. We are all operating on the same schedule of breeding, feeding, and management. We will, therefore, market the lambs cooperatively about June 10.

1. Lambs will average 95 to 100 pounds when sold.
2. Lambs will be trucked to market.

Job 18—Shearing Ewes and Ram

My plans for shearing and care of the wool are:

1. Shear ewes and ram March 20.
2. Follow chart of Chicago Flexible Shaft Company on shearing procedures.
3. Use an electric shearmaster.

4. Shear when ewes are dry.
5. Keep black wool, burry, cotted, chaffy, dead, and wet and dirty locks separate. Shear on clean floor or canvas.
6. Keep wool in one blanket, and fold and tie properly with paper twine, with one strand around the bundle and the other at a right angle.
7. Store in dry place away from mice or other rodents until chapter markets wool cooperatively at a later date.
8. Provide shelter for ewes in case of bad weather.

Job 19—Culling Ewes

I will mark, for culling and sale, all ewes of an undesirable nature. As soon as these ewes have regained weight I will market them. The culled ewes will include:

1. Nonbreeders
2. Poor milkers
3. Light shearers
4. Mothers of poor-quality lambs
5. Ewes with defective udders

Job 20—Investing Proceeds of Sale of Ewes and Lambs

After all expenses have been paid, it is my plan to reinvest the money remaining in additional yearling and two-year-old ewes to build up my breeding flock as rapidly as possible. I may also buy two purebred registered Hampshire ewes if I have sufficient money.

Project	First Year	Second Year	Third Year	Fourth Year

UNIT: Planning and Implementing Supervised Occupational Experience Programs

Lesson: Getting Started With an Ownership SOEP

Need:

In Montana, many vocational agriculture students will have the opportunity to establish some type of ownership SOEP either in production or in agribusiness. Getting started with the right project is extremely important to save costly mistakes.

Reading Assignment: Chapter 3 in text.

Objectives:

1. Given a student's interest in a specific ownership SOEP, the students will be able to list the factors they must consider in determining the feasibility of a particular project.
2. Given a student's interest in a specific ownership SOEP, the students will be able to identify the steps they will need to take to get their program started.
3. Given the student's selected ownership SOEP, they will be able to identify appropriate improvement projects and supplementary practices for that project.

Interest Approach:

Prepare some of the case studies on page 14 through 16 of the SOEP Handbook for the students to read. Discuss these case studies as they apply to the various student's own situation. If you have some local case studies, use them instead.

Key questions, problems
concerns

Teaching techniques and
Information

-
- | | |
|--|---|
| 1. Review the advantages of an ownership SOEP. | a. Some of these advantages were given in an earlier lesson |
| 2. In what areas do opportunities exist? | a. Farming and ranching |
| | b. Sales and services |
| | c. Agriculture mechanics |
| | d. Agriculture Processing |
| | e. Horticulture |
| | f. Forestry |
| | g. Natural resources |

h. Ownership careers

NOTE: Provide the students with some examples in the various areas.

3. How important are ones personal interests when selecting an ownership SOEP?
 - a. Use overhead 1 from the SOEP Handbook to discuss this question.
4. What kinds of information are required to make a wise decision in selecting an ownership SOEP?
 - a. Use overhead 2 from the SOEP Handbook to discuss this question.
 1. Relate the discussion to agriculture production.
 2. Relate the discussion to agribusiness.
5. Who can assist in starting an ownership SOEP and what type of assistance is needed?
 - a. Parents and other adults
 1. Providing equipment
 2. Locating a place
 3. Learning skills
 4. Marketing products
 5. Determining interest
 6. Producing products
 7. Providing encouragement
 8. Financing
 9. Selecting animals
 10. Expanding the programs
 - b. Vocational Agriculture Teachers
 1. Keeping records
 2. Providing encouragement
 3. Summarizing records
 4. Learning skills
 5. Setting education goals
 6. Interpreting SOE records
 7. Evaluating SOE records
 8. Setting goals
 - c. Divide the class into small groups. Assign each group one of the ownership type situations found in Part II of the handbook. Have the students:
 1. Identify assistance the students will need in planning and conducting the SOEP.
 2. Identify who can provide needed assistance.
 3. Identify the role of the teacher and parents in supervising the SOEP. Use overhead 3 in the SOEP Handbook to aid in this discussion.

6. What are the steps in starting an ownership SOEP?
 - a. The following will need to be discussed before starting an ownership SOEP.
 1. Site of SOE program
 2. Enterprise and experiences
 3. People involved
 4. Labor contribution
 5. Materials or services contribution
 6. Financial arrangements
 7. Time table for enterprise
 8. Planning and Evaluating procedure
 9. Records to be maintained
 10. Supervision of experience

7. Once the decisions are made, then what should be done?
 - a. All decisions related to an SOEP ownership plan should be:
 1. Recorded in the record book agreement
 2. Agreed upon and signed by parties involved

8. How is an ownership SOE program planned?
 - a. Students should perform the following steps:
 1. Define the occupational area(s) included in the SOEP. (Example; produce five market hogs from feeder pigs, develop a lawn care service.)
 2. Review references and/or competency studies to identify tasks people perform in various ownership enterprises.
 3. Identify major areas within the enterprise or experience (Example; selecting site, selecting animals, etc.)
 4. Determine the sequence and timing of task or experiences to be performed (Example: Dates of planting, etc.)
 5. Check their tentative experience plan with parents, employer, teacher or others involved in their SOE program.
 6. Have the students revise their tentative plan based on suggestions from adult consultations.

Application and Followup:

Have each student who has an opportunity or plans to have an ownership SOEP complete a plan to be turned in for evaluation. An example of a training agreement and training plan are included with this lesson, they are taken from appendix E and F of the SOEP Handbook, or you may want to use the forms in the state record book.

References:

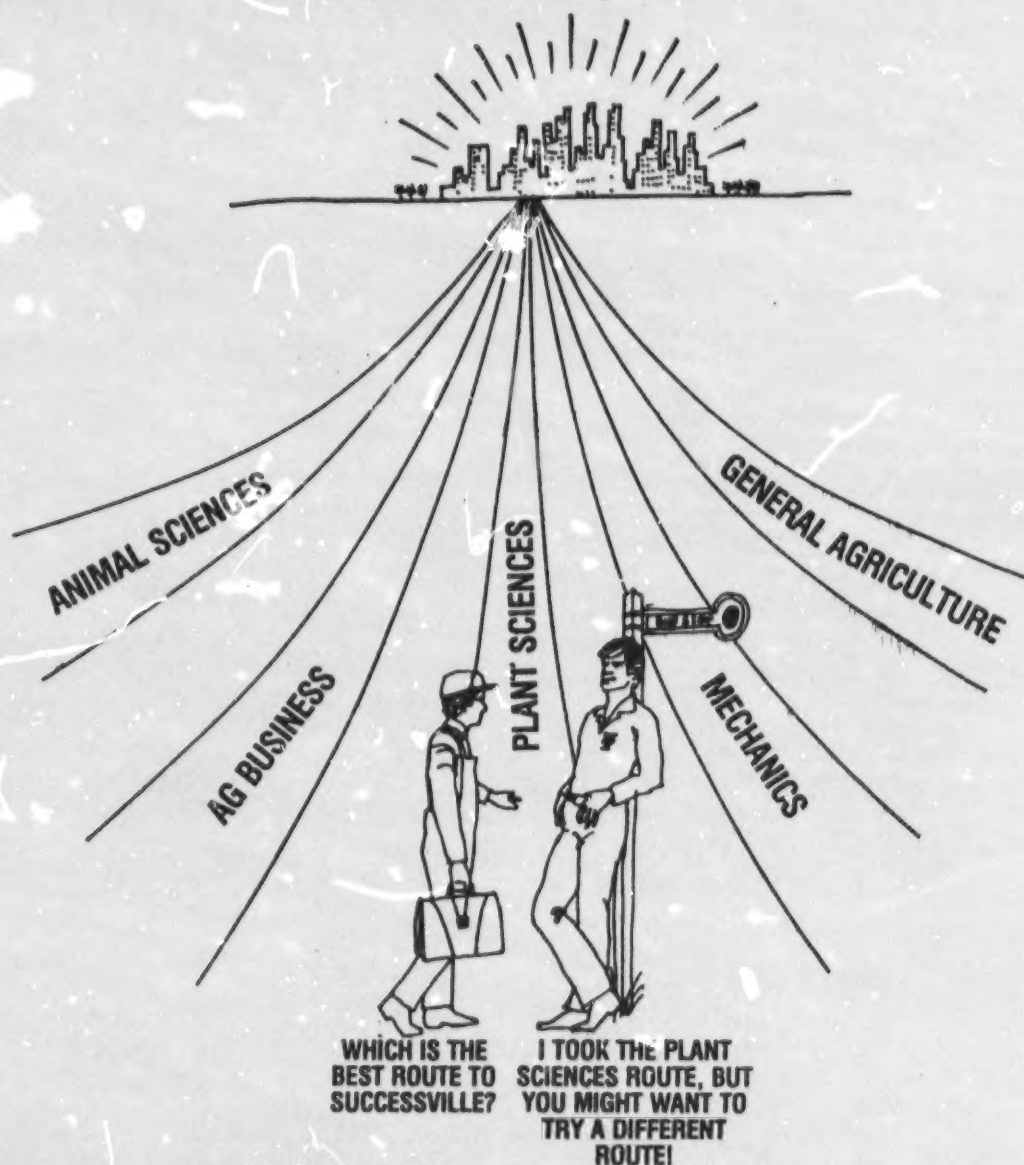
Amberson & Anderson, Learning Through Experience in Agricultural Industry, McGraw-Hill, New York, NY 1978. (TEXT)

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_____, Handbook, Supervised Occupational Experience, National FFA Supply Service, Alexandria, VA.

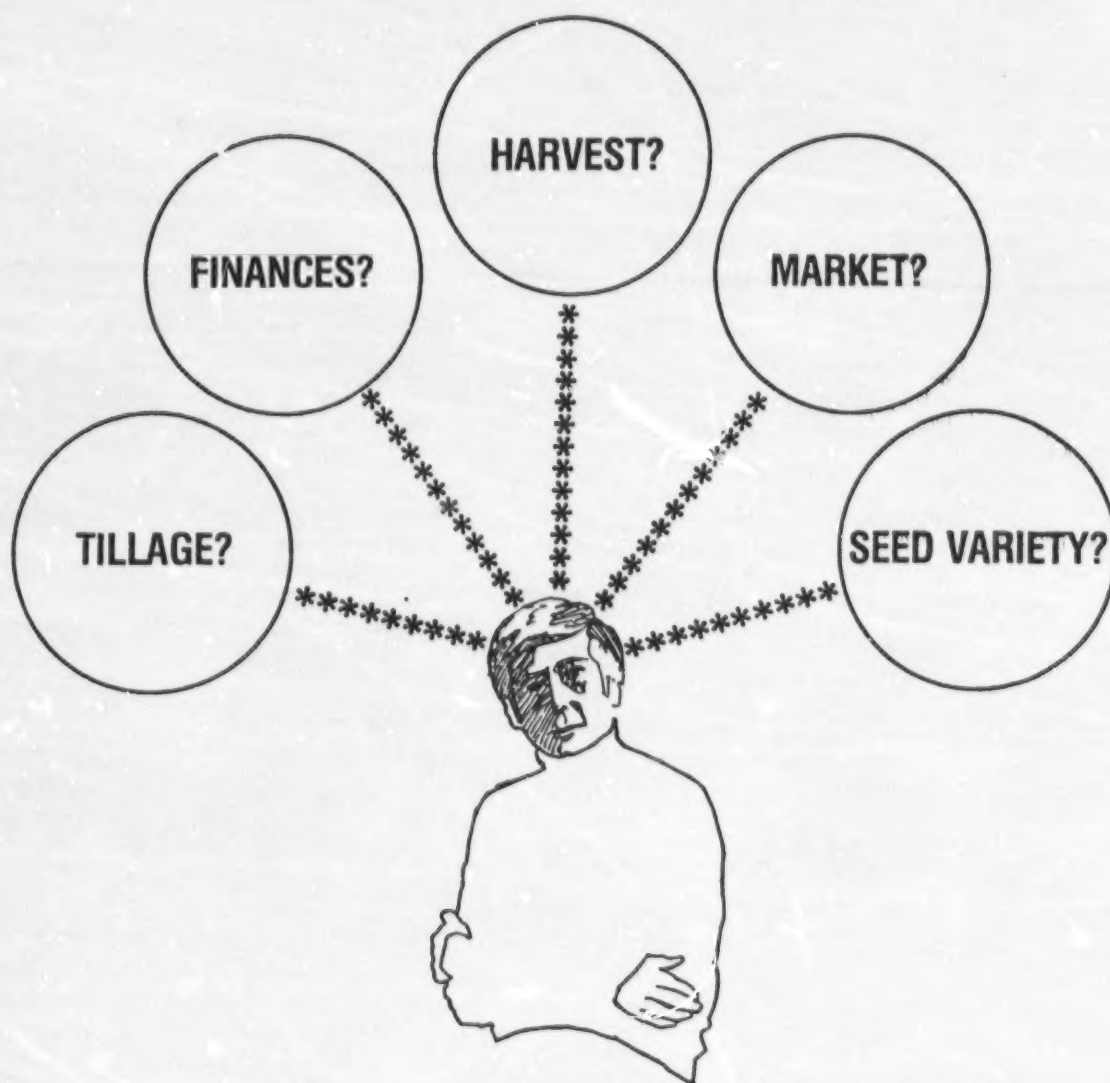
SUCCESSVILLE, U.S.A.



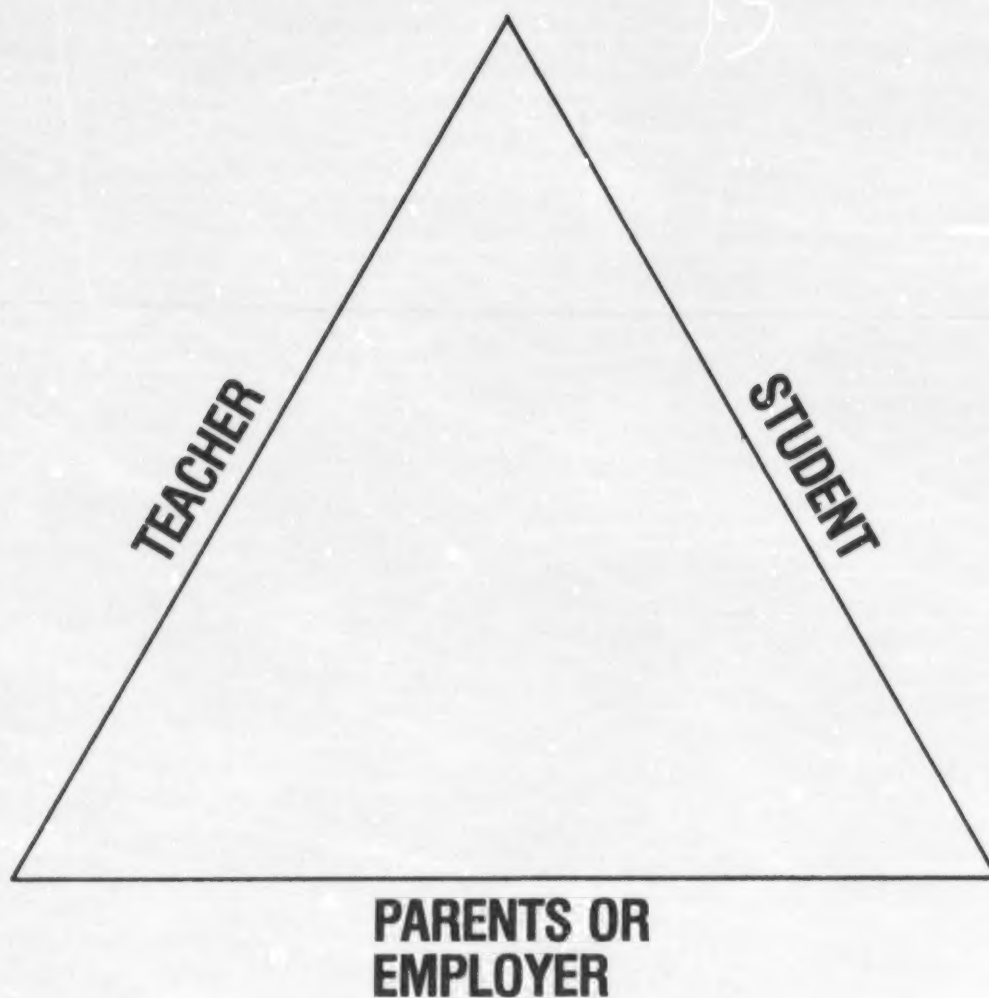
WHAT ARE YOUR AGRICULTURAL INTERESTS?

OWNERSHIP SOE PROGRAMS REQUIRES . . .

DECISIONS—DECISIONS—DECISIONS
PLANS—PLANS—PLANS



STUDENT SOEP SUPPORT FROM DIFFERENT ANGLES



UNIT: Planning and Implementing Supervised Occupational Experience Programs

Lesson: Getting Started With a Placement SOEP

Need:

By this time the students should have a general idea of what SOEP is all about. Also, those who will be unable to have ownership SOEP will be wondering just how the placement program might affect them. These students, many who lack an agriculture background, will need help early in the year in order to plan a meaningful program.

Reading Assignment: Chapters 6 and 7 in text.

Objectives:

1. Given a student's interest in a specific placement SOEP, the students will be able to list the factors they must consider in determining the feasibility of a particular project.
2. Given a student's interest in a specific placement SOEP, the students will be able to identify the steps they will need to take to get their program started.
3. Given the student's selected placement SOEP, they will be able to identify appropriate improvement projects and supplementary practices for that project.

Interest Approach:

Have an older student who has had a successful placement experience speak to the class about his/her experiences.

Key questions, problems,
concerns

Teaching techniques and
information

-
- | | |
|---|--|
| 1. Review the advantages of a placement SOEP. | a. Some of these advantages were given in an earlier lesson. |
| 2. Review the difference between placement and a job. | a. A good placement program is: <ol style="list-style-type: none">1. Carefully designed to provide a variety of experiences.2. Starts with beginning skills followed by more difficult tasks.3. The placement program is supervised by the vo-ag instructor. |
| 3. Where might the placement SOE be provided? | a. Farm or ranch
b. Local agribusiness
c. In school laboratories |

4. What are the characteristics of a good placement program?
 - a. A good SOE placement program will:
 1. Relate to ones agriculture career objectives
 2. Provides satisfaction from job
 3. Develop needed job skills
 4. Develop needed human relations skills
 5. Help set new career and education goals
 6. Provides experience in keeping records
 7. Utilizes cooperative arrangements
 8. Relates to classroom-laboratory instruction
 9. Encourages application for FFA degrees and awards
 10. Leads to a job after graduation
 - b. Use overhead 1.
5. Discuss some examples of possible training stations.
 - a. Use overhead 2 to discuss various placement possibilities.
 - b. Cite some local examples of good local placement SOEP's.
6. What steps are involved in establishing SOEP placement?
 - a. Steps involved:
 1. Find a satisfactory training station
 2. Work out details of hours to be worked
 3. Arranging for transportation to the training station
 4. Obtain appropriate record books
7. How does one obtain a placement training station?
 - a. Steps involved:
 1. The teacher should make the initial contact with the potential employer.
 2. The teacher and students should review the possible locations.
 3. The teacher should arrange for a meeting with the prospective employee and employer. (Use overhead 3 to discuss the interview process.)
 4. If the student is hired after an interview, a training agreement and training plan are drawn up. (Use handout 1 and 2)
8. What are the indicators for a successful placement?
 - a. Use overhead 4 to discuss tips to help make the placement a success.

Application and Followup:

Have those who plan to establish a placement program develop their plan. Another good activity would be to have the students role play a job interview situation.

References:

Amberson & Anderson, Learning Through Experience In Agricultural Industry, McGraw-Hill, New York, NY 1978. (TEXT)

Amberson & Anderson, Learning Through Experience In Agricultural Industry - Activity Guide, McGraw-Hill, New York, NY, 1978.

Amberson & Anderson, Learning Through Experience In Agricultural Industry - Transparency Master, McGraw-Hill, New York, NY, 1978.

_____, Handbook, Supervised Occupational Experience, National FFA Supply Service, Alexandria, VA.

CHARACTERISTICS OF AN EFFECTIVE PLACEMENT SOE PROGRAM

- 1. RELATES TO AGRICULTURAL CAREER OBJECTIVES**
- 2. PROVIDES JOB SATISFACTION**
- 3. DEVELOPS JOB SKILLS**
- 4. DEVELOPS HUMAN RELATIONS SKILLS**
- 5. HELPS SET EDUCATIONAL AND CAREER GOALS**
- 6. PROVIDES EXPERIENCE IN KEEPING RECORDS**
- 7. UTILIZES COOPERATIVE ARRANGEMENTS**
- 8. RELATES TO CLASSROOM-LABORATORY INSTRUCTION**
- 9. ENCOURAGES APPLICATION FOR FFA DEGREES AND
AWARDS**
- 10. LEADS TO A JOB AFTER GRADUATION**

EXAMPLES OF PLACEMENT TYPE PROGRAMS

1. AGRICULTURAL PRODUCTION

- A. FARM OR RANCH
- B. CHRISTMAS TREE FARM
- C. FISH FARMING
- D. BEE KEEPING

3. AGRICULTURAL MECHANICS

- A. FARM IMPLEMENT SHOP
- B. FARM BUILDING CONSTRUCTION
- C. WELDING SHOP

5. AGRICULTURAL PROCESSING

- A. MEAT CUTTER
- B. MILK PLANT
- C. FEED MILL

7. FORESTRY

- A. LUMBER YARD
- B. FORESTRY AIDE
- C. FIRE WARDEN

2. AGRICULTURAL SUPPLIES & SERVICES

- A. FARM STORE
- B. CROP SPRAYING
- C. LUMBER YARD
- D. HARDWARE STORE

4. HORTICULTURE

- A. LANDSCAPING
- B. FLORIST BUSINESS
- C. NURSERY

6. AGRICULTURAL RESOURCES

- A. FISH HATCHERY
- B. IRRIGATION AIDE
- C. CONSERVATION CAMP
- D. PARK SERVICE

8. OTHER

- A. VETERINARY AIDE
- B. AGRICULTURAL REPORTER ASSISTANT
- C. SMALL ANIMAL CLINIC

TIPS ON MAKING A JOB INTERVIEW

ARRIVE ON TIME

DRESS AND GROOM APPROPRIATELY

LISTEN CAREFULLY

HAVE EYE CONTACT

BE ENTHUSIASTIC, YET REALISTIC

BE HONEST

SPEAK CORRECTLY AND POLITELY

HAVE POSITIVE ATTITUDE ABOUT WORK

ASK QUESTIONS ABOUT THE COMPANY

ANSWER QUESTIONS SPECIFICALLY AND COMPLETELY

END INTERVIEW ON TIME

TIPS FOR SUCCESSFUL EMPLOYMENT

ASSUME RESPONSIBILITY

LEARN ABOUT YOUR EMPLOYER

BE TACTFUL

BE COURTEOUS

BE DEPENDABLE

BE ENTHUSIASTIC

BE PRODUCTIVE

DRESS AND GROOM APPROPRIATELY

GET ALONG WITH CO-WORKERS AND SUPERVISORS

AVOID ANNOYING AND INAPPROPRIATE BEHAVIOR

KEEP HEALTHY

THINK AND ACT WITH A POSITIVE ATTITUDE

BE LOYAL TO EMPLOYER

DO YOUR BEST

Appendix E

TRAINING AGREEMENT* For Supervised Occupational Experience

To provide a basis of understanding and to promote sound business relationships, this agreement is established on _____, 19____. Placement will begin on _____, 19____ and will end on or about _____, 19____ unless the arrangement becomes unsatisfactory to either party.

Name of Agribusiness/Farm _____

Name of Supervisor _____

The usual working hours will be as follows:

While attending school _____

When not attending school _____

Provision for overtime _____

Liability Insurance coverage (type and amount) _____

Length of Trial Period and Wage Rate _____

Wage Rate for the remainder of Agreement Period _____

Frequency of Payment _____

It is understood that the employer will:

Provide the student with opportunities to learn how to do well as many jobs as possible, with particular reference to those contained in their Placement Plans.

Instruct the student in ways of doing his/her work and handling his/her management problems.

Help the teacher make an honest appraisal of the student's performance.

Avoid subjecting the student to unnecessary hazards.

Notify the parent and the teacher immediately in case of accident or sickness and if any other serious problem arises.

Assign the student new responsibilities in keeping with his/her progress.

Cooperate with the teacher in arranging a conference with the student on supervisory visits.

Other (Include all other points that the employer will have the responsibility to provide on a separate sheet).

The student agrees to:

Do an honest day's work.

Keep the employer's interest in mind; be punctual, dependable and loyal.

Follow instructions, avoid unsafe acts and be alert to unsafe conditions.

Be courteous and considerate of the employer, his family and his employees.

Keep records of occupational experience and make required reports.

Achieve competencies indicated in placement plan.

Other (In case there are additional student responsibilities, they should be included on a separate sheet).

The teacher, in behalf of the school, agrees to:

Check and approve the placement center.

Provide a copy of the agreement to the school and employer.

Schedule class instruction to prepare students for occupational experience.

Visit the student on the job at frequent intervals for the purpose of instruction and to insure that the student gets the most education out of the experience.

Show discretion at the time and circumstances of these visits, especially when the work is pressing.

Assist the student in obtaining a work permit and developing a placement plan.

Other (Additional teacher responsibilities should be added on a separate sheet).

The Parents agree to:

Assist in promoting the value of the student's experience by cooperating with the employer and teacher.

Satisfy themselves in regard to the living and working conditions made available to the student.

Assist in providing transportation to and from the placement center according to work schedule.

Other (Additional items agreed to by the parents should be included on a separate sheet).

All parties agree to:

An initial trial period of _____ working days to allow the student to adjust to the job.

Discuss the issues with the teacher before ending employment.

Other (list on separate sheet)

STUDENT _____
(Signature)

Address _____

Social Security No. _____

Tel. No. _____

Date of Birth _____ Age _____

PARENT _____
(Signature)

Address _____

Tel. No. _____

EMPLOYER _____
(Signature)

Address _____

Tel. No. _____

TEACHER _____
(Signature)

Address _____

Tel. No. _____ School Tel. No. _____

*States or schools which have placement agreements may insert their own agreement.

Appendix F

Sample Training Plan

NAME OF STUDENT: _____ TEACHER'S NAME: _____

STUDENT'S OCCUPATIONAL OBJECTIVE: _____

BEGINNING DATE: _____ ENDING DATE: _____

SOE TRAINING STATION: _____

EXPERIENCES/COMPETENCIES	DATE ACCOMPLISHED	SCHOOL-RELATED INSTRUCTION	CHECK WHEN DONE